DOCUMENT RESUME

ED 036 781 AL 001 526

AUTHOR Florander, Jesper; Jansen, Mogens
TITLE Research on Teaching English in Danish Schools 1959-1965.
PUB DATE 65
NOTE 18p.; Reprint from International Review of Education v10 n3 p312-325 1964 (Published by UNESCO Institute for Education)

EDRS PRICE EDRS Price MF-$0.25 HC-$1.00
DESCRIPTORS Age Differences, *Bilingual Education, *Bilingual Students, Elementary Grades, *English (Second Language), *Fles, *Teaching Methods
IDENTIFIERS *Danish Institute for Educational Research

ABSTRACT

A report of experimentation in three programs in the teaching of English, under the direction of the Danish Institute for Educational Research is presented. Six schools in the county of Holbaek (50 pupils from each school) participated in one program, the object of which was to find the optimum age level at which to begin the teaching of English. The different schools involved introduced instruction in English at different grade levels, beginning in the fourth grade. The program at Gladsaxe (92 classes of about 25 pupils each) investigated the importance of the age level for beginning instruction, length of lessons, and the teaching method and materials. The program at Rodding, based on Swedish educational materials, was limited to six classes at one school; the objective was to try out the effectiveness of audiovisual aids in elementary language study and to determine whether learning through "pure imitation" is more effective at an early than at a more advanced age. A brief description of the experimental plans, teaching methods and materials, evaluations and tests is given for each program. (AMM)

ED036781

DANMARKS PÆDAGOGISKE INSTITUT

Jesper Florander and Mogens Jansen

Research on Teaching English in Danish Schools 1959-1965 I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Særtryk 1965

AL 001 526

Vol. X / 1964 / No. 3

LAWRENCE A. CREMIN, NEW YORK / H. LIONEL ELVIN, LONDON
ROGER GAL, PARIS / G. HAUSMANN, HAMBURG / TOKIOMI KAIGO, TOKYO
M. J. LANGEVELD, UTRECHT / GUSTAF ÖGREN, UNESCO INSTITUTE FOR EDUCATION

ED036781

INTERNATIONAL REVIEW OF EDUCATION

* * *

INTERNATIONALE ZEITSCHRIFT FÜR ERZIEHUNGSWISSENSCHAFT

* * *

REVUE INTERNATIONALE DE PÉDAGOGIE

UNESCO INSTITUTE FOR EDUCATION, / INSTITUT DE L'UNESCO POUR L'EDUCATION
UNESCO-INSTITUT FÜR PÄDAGOGIK, HAMBURG

MARTINUS NIJHOFF, 'S-GRAVENHAGE

The INTERNATIONAL REVIEW OF EDUCATION, edited on behalf of the *Unesco Institute for Education*, Hamburg, under the direction of an independent international Board of Editors (see cover page), has as its purpose the publication of scholarly articles, communications, reports and reviews on all questions of education and related fields as far as they are of international interest. The views expressed in this journal do not necessarily represent the views of the Editorial Board or of any of its members.

Die INTERNATIONALE ZEITSCHRIFT FÜR ERZIEHUNGSWISSENSCHAFT, die im *Unesco-Institut für Pädagogik* in Hamburg von einem unabhängigen internationalen Kollegium (siehe Umschlagseite) herausgegeben wird, stellt sich zur Aufgabe die Veröffentlichung wissenschaftlicher Arbeiten und kürzerer Artikel, von Berichten und Kritiken über padägogische Fragen von internationalem Interesse. Der Themenkreis erstreckt sich auf das gesamte Gebiet der Erziehungswissenschaft und ihrer Hilfs- und Grenzwissenschaften. Die in der Zeitschrift veröffentlichten Beiträge geben nicht in jedem Falle die Meinung des Herausgeberkollegiums oder einzelner Mitglieder wieder.

La REVUE INTERNATIONALE DE PÉDAGOGIE, dirigée au nom de l'*Institut de l'Unesco pour l'Education* de Hambourg par un Comité international indépendant (voir couverture), a pour fonction d'éditer des articles, communications, rapports et analyses de caractère scientifique sur toutes les questions pédagogiques d'intérêt international. Les idées émises dans cette revue ne reflètent pas nécessairement celles du Comité de Rédaction ou de l'un de ses membres.

— :: —

Managing Editor:
Prof. Dr. G. HAUSMANN

Executive Editor:
Dr. W. KOELLE

— :: —

Editorial Consultants — Unter Mitwirkung von — Conseillers de Rédaction

Prof. Brezinka (Innsbruck, Österreich), Prof. Calò (Firenze, Italia), Prof. Dobinson (Reading, England), Prof. Dottrens (Genève, Suisse), Prof. El Koussy (Beirut, Lebanon), Prof. García Hoz (Madrid, España), Prof. Jeffreys (Birmingham, England), Prof. Kabir, (New Delhi, India), Prof. Morito (Hiroshima, Japan), Dr. Mulia (Djakarta, Indonesia), Prof. Okoń (Warszawa, Polska), Prof. Paplauskas-Ramunas (Ottawa, Canada), Mr. George Parkyn (New Zealand), Prof. Santos (Lisboa, Portugal), Prof. Schonell (Brisbane, Australia).

RESEARCH ON TEACHING ENGLISH IN DANISH SCHOOLS
1959–1965

by JESPER FLORANDER and MOGENS JANSEN, Copenhagen

Developments in teaching foreign languages have followed the same course in Denmark as in other countries in northern and western Europe: Formerly, foreign languages were only taught to pupils in senior high schools and to college students, but gradually this instruction was extended also to comprise most of the pupils in junior high schools, and now it is desired that all pupils attending public schools learn one foreign language sufficiently well to permit communication with people who write and speak the language in question – in practice nearly always English. A provision to this effect is embodied in the Education Act of 1958 in accordance with which foreign language instruction is compulsory from the sixth grade.

This general, introductory instruction in languages will, however, also in the future – combined with other subjects in the curriculum, of course – form the basis of advanced education at universities, technical colleges, and similar institutions.

Factors in language teaching

In order to make the teaching of English as effective as possible, efforts should be made to establish the part played by the following factors:

1. Learning Methods
2. Learning Materials
3. Optimum Point of Beginning
4. Extent of Learning – period of time as well as scope of curriculum
5. Pupils
6. Personality of Teacher

These factors will always be so closely interlocked that they are bound to affect one another. Their proportionate interrelationship can only be established by examining each factor separately. As far as is known at this stage, planning of investigations within this field on a sufficiently methodical basis has only been carried into effect in very few cases.

When discussing factors like those just mentioned, the discussion is generally based on the following arguments assumed to be facts:

1. Children can learn to talk any language at a very young age. Throughout the world, moreover, children learn to speak the language used locally through imitation and repetition. *Language teaching, therefore, should be introduced at an early age.*

2. Even before school age children staying in a foreign country will easily learn the foreign language and will have no difficulty in speaking it. Nor do bilingual children seem to be hampered by having to express themselves in more than one language. Such factors seem to indicate that *the method to be adopted in language teaching should be the conversational approach.*

3. The "imitative faculty" is at its highest in young children and shows a pronounced decline at a certain age. *Language teaching should, therefore, be initiated before such decline sets in.*

It should be stressed that the argumentation cited under 1, 2, and 3 above suffers from a total lack of details concerning the varying situations in which children may have to use a foreign language. An analysis would here show that as far as the bilingual children are concerned, the foreign language serves a function that makes it almost as important as the mother tongue. Such children generally stay in a foreign country, or at any rate their environment consists of two quite distinct linguistic levels of equal value to them. To the bilingual children, both languages are necessary means of communication – they cannot play with other children, they cannot go shopping or talk to friends and guests etc., without making use of the second language. Unless they master the foreign tongue in their everyday activities, they will be debarred from a great many primary possibilities for contact.

Such deliberations could also explain why bilingual children frequently return to the monolingual state shortly after moving back to their native country. The secondary language no longer serves the purpose of establishing contact. Therefore, it is no longer used – and is soon forgotten.

The situation of the pupils in a classroom is quite different, psychologically, from that of the above mentioned children in their use of the foreign language. Apart from the language lessons they are monolingual, and at no period during school hours does the foreign language attain the same primary importance to them as does their native tongue. Due to the time element, moreover, the teaching of languages only permits a limited use of the foreign language as compared with the use of the vernacular.

The psychological aspect of foreign language teaching may perhaps also explain why the theory advanced concerning the socalled decline in "imitative faculty" is maintained. The mentioned decline, it is stated, sets in at very varying ages and thus does not seem to be determined by development. More likely, it bears relation to the unwillingness displayed by older pupils against "showing off" when having to use a phonetic form quite different from that of the vernacular. Actual investigations to

determine whether the mentioned decline actually does take place, do not seem to have been made.

The function of the foreign language is thus fundamentally different for monolingual and bilingual children. Therefore, it is necessary to discard many of the arguments previously advanced within these fields and instead take more interest in investigations that will permit a systematic *clarification* of the variuos aspects.

As the arguments set forth may not be tenable, and considering that at least they cannot be adopted as a basis for the methodical planning of language teaching, interest should instead be centered on elements such as the optimum age level at which to introduce language teaching, the scope of the curriculum, the methods to be applied, the use of materials, a comparison between the foreign language and the mother tongue – perhaps also between the foreign language and the learning of other school subjects. Investigations should be made as to the length of the lesson and the progress made by pupils in varying ability groups, the possible existence of pupils who will not benefit from language instruction and, of course, also as to the teacher himself and his personality as well as the instruction methods.

If the proportionate effect of the above mentioned factors is to be determined, it is necessary to carry out controlled field experiments; experimental and control groups must be set up, and measurements must be made by means of objective tests directed at essential features in language teaching, insofar as this is possible.

The above reflections form the background of the research program relative to English which, at the request of local education authorities and under the direction of the Danish Institute for Educational Research, has been carried out at three different localities in this country.

I. EXPERIMENTAL TEACHING OF ENGLISH IN THE COUNTY OF HOLBÆK

Objective of Experiment

To find the optimum age level at which to begin the teaching of English.

With a view to the standard in English, attempts are made to establish this point of beginning by comparing groups of pupils starting to learn English at different class levels.

Scope

Six schools located in the county of Holbæk participate in the experiment, and about 50 children from each of these schools attend.

Three of the schools mentioned are located in small towns and three

in rural districts. On the basis of population statistics, the schools have been selected so that the social background is uniform within each of the groups.

The experiment was commenced in August, 1959, and will be terminated in the course of 1965.

From the start, all the pupils in the classes concerned take part in the English lessons. A pupil will only be removed from the group if it has been established through the day-to-day experience gained by the teacher and through test results that the benefit derived from the English lessons is so insignificant that the pupil may be said to be near stagnation.

Experimental Plan

Two schools introduce instruction in English in the fourth grade and provide three lessons a week.

Two schools start in the sixth grade and provide six lessons a week.

In this way it is achieved that at the end of the seventh grade all classes will have been given the same number of lessons.

All classes are working under the control of the Danish Institute for Educational Research until the end of the seventh grade, which also marks the end of the compulsory school age.

Teaching Methods and Materials

Before the experiment was commenced, a course was held, attended by all of the teachers. This course comprised about forty lessons and dealt with the method of elementary instruction in English as the foreign language.

Seeing that some of the children taking part in the experiment are so young that insufficient reading ability may be an obstacle to their acquisition, the instruction has been arranged in such a manner that primary importance is being attached to providing the pupils with a knowledge of English through conversation and to testing their proficiency in speaking the language. A textbook, however, is used in support of the conversational approach – in connection with this experiment the same book is being read at all schools. It is a book with a controlled vocabulary that makes extensive use of conversation patterns. This textbook, moreover, formed the basis of the course mentioned above.

Besides the textbooks, other types of educational material are, of course, used in the teaching of English, according to the wishes of the individual teacher and the potential of the individual class.

Fields of Evaluation

The Teachers. A description of this factor is attempted through the teachers' own representation of the instruction given by them and through their estimation of the benefit derived by the pupils from the teaching. This is done by means of monthly reports, stating the point in the textbook to which the classes have got, what other educational material has been applied, and what other facilities have been used.

Finally, at intervals of about eighty lessons, the teachers are interviewed on various aspects of their instruction (conversation, pattern practice, etc.) and on the benefit derived by the class and the individual pupil from the lessons and the interest taken by them in the subject.

The instruction given by the teachers was controlled at similar intervals in the following manner: A period was attended by an expert of English and a psychologist, who entered the content of the lesson on special registration sheets.

The Pupils. As far as the pupils are concerned, an objective evaluation has been made. Some tests are carried out for the purpose of testing the pupils' intelligence and their proficiency in their mother tongue. These tests are as follows:

1. Since differences in the effect of the teaching may be due to differences in intellectual faculties, it is essential that the pupils compared be on the same intelligence level, and a *group intelligence test* is consequently being administered.

2. As some of the tests in English are carried out for the purpose of testing the pupils' comprehension of an English text, it is necessary to test their understanding of a corresponding Danish text. For that reason, a *silent reading test in the mother tongue* is administered once a year concurrently with the English tests.

3. In order to obtain further information about the standard in the Danish language, a *dictation test* is given once a year.

The remaining tests concern the standard attained by the pupils in English.

Tests prior to commencement of Teaching

Immediately before the teaching of English is commenced, a series of the so-called initial tests are administered with a view to ascertaining the basic qualifications of the individual class and the individual pupil for learning English.

The Individual Initial Test

A vocabulary test based on isolated English words combined with

drawings – a certain time is allowed for learning the words, and subsequently the pupils are submitted to an examination.

A translation test – a number of English sentences, the phraseology and structure of which bear resemblance to Danish, are translated.

Test in artificial language – translation into Danish from an artificial language constructed for this purpose.

Administration of Tests in the course of the Experiment

During the experiment a number of English tests are administered, all constructed especially for the experiment. In their construction the tests are not associated with any specific textbook, but due consideration has been given to the frequency of words and to the sentence structure.

Regarding these tests it may be mentioned that, among various alternatives, the testing of text comprehension has been chosen, as such tests are believed to provide a better all-round picture of the proficiency attained by the pupils than e.g. a grammar test.

As text comprehension tests often bear great similarity to intelligence tests, the former tests have been constructed in such a manner that they have first been tried out in the mother tongue on other children, and subsequently such parts of the test as are difficult to grasp have been left out.

The test screened in this manner is finally constructed in English, and it should thus be possible to interpret the difficulties in comprehension as representing linguistic difficulties.

English 57: [1])

Text Comprehension Test, where the text is combined with a pictorial situation, and where the pupils indicate their understanding of the text by means of a cross on the picture.

English 58: [1])

Text Comprehension Test similar to the one above, but with extended vocabulary and a more complicated sentence structure.

English 59: [1])

Text Comprehension Test built up as a filling-in test, where each individual picture is accompanied by a connected text, and where some words in the text are missing.

[1]) All these tests are not yet generally accessible. The intention is that after further analyses of items, tryout, and standardization, the tests found most suitable are to be included in the generally accessible testing materials of the Danish Institute for Educational Research.

English 60: [1])

Text Comprehension Test consisting of a connected text not accompanied by pictures; a number of brackets have been inserted in the text, each providing three choices. The individual parts of the tests can be solved if the separate sentence is understood, and a solution is possible without the full comprehension of the entire passage.

English 61: [1])

Text Comprehension Test consisting of a connected text not accompanied by pictures; a number of brackets have been inserted in the text, each providing three options. The individual tests can only be solved if the context is fully understood.

The tests mentioned were included in the experimental plan according to the following schedule:

Tests applied:	Number of Lessons					
	0	80	140	220	300	380
Initial Tests:	x					
English 57		x	x			
English 58			x	x		
English 59				x	x	
English 60 }					x	x
English 61 }						

II. EXPERIMENTAL TEACHING OF ENGLISH AT GLADSAXE

Objective of Experiment

To investigate the following factors:

1. Importance of the age level at which the teaching is commenced,
2. Importance of the length of the lesson,
3. Importance of the teaching method and material, so that, by comparing groups which commence the language study at different stages, with lessons of different length, different teaching methods, and different educational materials, it is possible to achieve an educational condition of the highest possible expediency.

Scope

The Gladsaxe experiment is taking place in a borough (a suburb of Copenhagen). The program comprises 92 classes of about 25 pupils each. For one half of these classes the instruction in English starts in the sixth

[1]) See note 1, page 6.

grade (the secondary group) and for the other half in the fourth grade (the elementary group). All pupils in the classes concerned take part in the program.

Experimental Plan

At the end of the experiment, in the seventh grade, the secondary group and the elementary group will have had an equal number of English lessons. The secondary group is given full lessons only (of 50 minutes), and the same textbook is used during the whole period.

All classes within the elementary group use the same method (cf. page 314, the Holbæk plan). The length of the lessons is here varied in the following manner: One half of the pupils are given full lessons (50 minutes), whereas the other half of the pupils are given twice as many 25-minute lessons. The two groups will thus be given lessons totalling the same number of hours. – (Since all the English teachers participating in the experiment also teach the class another subject, half lessons have been introduced for various subjects – a point, however, which is not to be given further mention here.)

Each of the two halves of the elementary group has been subdivided, one half using textbook A and the other half textbook B (cf. page 315).

Book:	A		B		
Lesson:	1/2	1/1	1/2	1/1	1/1
Method:	direct	direct	direct	direct	indirect
Elementary Group	a	b	c	d	
Secondary Group				e	f

The standards of the various groups are compared as follows:

1. Importance of the textbooks used: A comparison is made between groups using the same method and the same type of lesson but different books, i.e. a/c and b/d.

2. Importance of the lessons applied: A comparison is made between groups using the same book and the same teaching method but different types of lesson, i.e. a/b and c/d.

3. Importance of the methods applied:

The idea had been to vary the teaching method so as to allow comparison between e and f. In view of the fact, however, that the great majority of the teachers [1]) participating in the program did not want to use the indirect method, this method is so sparsely represented in the experiment that a comparison in this field will be of hardly any value.

[1]) In Denmark each individual teacher chooses his own methods for teaching each individual class.

In addition to the textbooks mentioned, the teachers have, of course had possibilities for supplementing their teaching of English with any such material as they might find appropriate. This possibility, though, has only been utilized to a comparatively small extent.

Teaching Methods and Materials

In addition to the foregoing it may be mentioned that all of the teachers participating in the experiment attended a course on method in elementary teaching conducted by the author of one of the textbooks. This course comprised 30 lessons.

As the majority of teachers are without experience in the teaching of English at a stage as early as the fourth grade, it was found advisable to furnish them with such experience by providing facilities for teaching English in the fourth grade for one year prior to the experiment.

Evaluation

The Teachers. It is attempted to elucidate this factor by having the teachers themselves describe the instruction given by them. This is done by completion of monthly reports. Furthermore, supplementary details have been obtained through questionnaires – both as regards content of lesson and the proficiency achieved and interest shown by the individual pupils in the subject. These questionnaires are submitted at intervals of nearly 12 months.

The Pupils. The procedure has here been identical to that described on page 316.

III. EXPERIMENTAL TEACHING OF ENGLISH AT RØDDING

The experiment at Rødding is based on Swedish educational material prepared by Fonetiske övningslaboratoriet (Phonetic Laboratory) in Stockholm. The school at Rødding desired to try out this, and in 1959 it, therefore, obtained permission from the Ministry of Education to start experimental teaching based on this material, while at the same time the Danish Institute for Educational Research was requested to provide them with the necessary guidance and assistance in carrying out this plan.

Objective of Experiment

The objective is to try out the effectiveness of audiovisual aids in elementary language study and to determine whether learning through the socalled imitation ("pure imitation") is more effective at an early than at a more advanced age.

Opvoedk. Tijdschrift

Scope

It should be pointed out that this experiment is very limited in scope, comprising only six classes at one school.

Evaluation

The Teachers. During the period of time covered by the Swedish material the teachers of the classes taught on the basis of this material keep a diary of the content of each lesson and its course. In connection with the corrective lessons the teachers record, moreover, the words and sounds that have been treated. In case of pronounced variations in the interest displayed by the pupils in the instruction, this is noted down.

For the classes working on textbook B, which is incorporated in the instruction when the work with the Swedish material has been completed, a weekly report schedule is filled in, enabling the Danish Institute for Educational Research to follow the instruction in detail in the same manner as is being done in connection with the other classes.

The Pupils. In addition to the tests described under the experiment covered on page 317, the following tests are administered:

An Aural Comprehension Test. In this test the pupils must indicate that they have understood the playback of a text recorded on tape, by checking off one of a multiple choice of 4 pictures.

A Pronunciation Test. The pupils must here repeat a text recorded on tape.

Both of the latter tests have been prepared by collaboration between Fonetiska övningslaboriet and Kgl. Skolöverstyrelsen (Royal Chief Administration of Schools) in Stockholm in close conformity with the Swedish teaching material.

IV. PROVISIONAL EVALUATION OF EXPERIMENTS I–III

The above mentioned three experiments must be carried on over a certain number of years before it will be possible to start an overall evaluation. During the current period where the material is being compiled and analyzed, no complete reports can be expected nor can any conclusions be arrived at.

At this stage, however, it can be said

A: The tests used in the experiments have turned out not to be equally descriptive of the conditions dealt with. The analysis of the initial tests, e.g., seems to indicate that some of the answers to these tests depend more

on the construction of the tests than on the linguistic aptitude of the pupils.

These conditions will be illuminated through further analyses of the test results. From these it will be seen, whether such differences as are noticeable in advance among the groups under comparison will remain constant or will have decreased or have disappeared when the groups have reached the end of the seventh grade.

The differences in question are:

1. *Differences in age*

It is a wellknown fact that the younger the pupils are, the lower are their scores in a certain test. Will this also be the case in this instance?

2. *Differences in language*

As most of the tests concern linguistic conditions and also require proficiency in reading, it should be expected that pupils retarded in reading would score below average in such tests. Will this be the case here?

3. *Differences in intelligence*

Pupils at a lower intelligence level normally attain less knowledge than those at a higher level. Will this aspect also be reflected in the test results?

The analysis has, therefore, been planned in such a way that it will be possible via the tests to follow the development of the individual pupil.

Special interest is here being attached to the prognostic value of the initial tests. The question is whether the results of these tests will prove sufficiently relational to those of the subsequent English tests for them to serve as a prognosis indicating the benefit to be gained from the English lessons.

Even in the absence of such prognostic value, the possibility remains of describing the course of development by means of the English tests alone. The interrelationship of these is, therefore, being examined, and the extent of same will be of vital importance in the description of the course of development just as it will also decide whether it will be possible to state if the progress made in English goes on by a steady, forward motion or by leaps.

B: The question "Should all pupils take part in the study of the English language?" may partly be illuminated through the results from Holbæk and Gladsaxe. It is here found that in the County of Holbæk only very few pupils (not quite 2%) have had to give up the lessons in English

on account of insufficient benefit from such study (cf. page 314). At Gladsaxe information has been given by the teachers as to the pupils who, in their opinion, should not be given instruction in English. Here it is a question of less than 1%. In this connection it should be mentioned, however, that children with a low I.Q. or with greatly retarded reading aptitude have not been included in this experiment.

The estimation given by the teachers as to the proficiency in English attained by the pupils has been correlated with the ease with which the pupils express themselves in this language, and close correlation was found to exist. It may be mentioned that the evaluation made by the teachers as to the standard achieved by the pupils, is in rather close agreement with the results of the tests.

C: A more formal statement of the text book material studied in the course of a certain number of class-hours, shows the following results:

A great many classes have covered an average of about one page an hour. No actual repetition of lessons takes place. Other classes exceed the one page average but some time is spent on repetition of lessons. Some few classes proceed very slowly to start with, but later on they go ahead so fast as soon to catch up with the other classes. Irrespective of the procedure used, however, all classes seem to have covered about the same number of pages after about 250–300 hours. It should be pointed out that this correlation of class-hours and text book pages has not yet been extended to more than the mentioned appr. 250–300 hours, and that the foregoing does not express any conclusion as to other results of the language teaching.

EMPIRISCHE UNTERSUCHUNGEN ÜBER DEN ENGLISCHUNTERRICHT IN DÄNISCHEN SCHULEN 1959–1965

VERSUCHSREIHEN UND DEREN VORLÄUFIGE AUSWERTUNG

von JESPER FLORANDER und MOGENS JANSEN, Kopenhagen

Im Jahre 1958 wurde in Dänemark ein Schulgesetz eingeführt, das den Unterricht einer Fremdsprache (zur Hauptsache Englisch) von der 6. Klasse an zur Pflicht macht. Diese Vorschrift gab Veranlassung zu einer Reihe von Versuchen mit dem Englischunterricht, die davon ausgingen, daß die folgenden – von einander abhängigen Faktoren berücksichtigt werden müssen: Lernmethoden, Lernstoffe, der Zeitpunkt, zu dem ein Stoffgebiet eingeführt wird, der Umfang des Lehrplans sowohl hinsichtlich der Stundenzahl wie auch der Stoffmenge, die Schülerschaft, die Lehrerpersönlichkeit.

Bei den Versuchen sollten beachtet werden: die Gegenüberstellung der Fremdsprache mit der Muttersprache, die Länge der einzelnen Unterrichtsstunde, der Fortschritt, den die Schüler in verschiedenen Begabungsgruppen machten, und ob Schüler dabei waren, die in keiner Weise aus der Teilnahme am Fremdsprachenunterricht Nutzen zogen.

In systematischen Experimenten mit Versuchs- und Kontrollgruppen sollte die Wirksamkeit des Unterrichts so weit wie möglich durch objektive Tests auf einigen wesentlichen Gebieten des Sprachunterrichts gemessen werden.

Drei Versuche wurden unternommen:

1) Ein Versuch mit ca. 400 Kindern in einem ländlichen Bezirk zielte darauf ab, die günstigste Altersstufe, auf der Englisch als Schulfach eingeführt werden könnte, festzustellen, indem die Schüler von verschiedenen Klassenstufen (Klasse 4, 5 oder 6) anfingen, Englisch zu lernen.

2) Beim zweiten Versuch mit ca. 2400 Kindern aus Schulen in einer Großstadt wurden die Anfangsklasse, die Länge der einzelnen Stunde, die benutzten Lesestoffe systematisch variiert, so daß man die Wirkung der verschiedenen Bedingungen miteinander vergleichen konnte.

3) Im dritten Versuch mit ca. 150 Kindern in einer Kleinstadt wurde die Wirksamkeit des Gebrauchs von audio-visuellen Hilfsmitteln (wie Tonband und Filmstreifen) im Anfangsunterricht untersucht.

Die Auswertung des Versuchs beruhte auf einer Reihe von Tests, die für den Versuch eigens hergestellt wurden, auf systematischer Klassen-beobachtung, auf Berichtsformularen, die vom Lehrer allmonatlich ausgefüllt wurden, auf Lehrertagebüchern und auf Interviews mit den Lehrern.

Eine vorläufige Auswertung im gegenwärtigen Stadium des Versuchs zeigt, daß die anfangs angewandten Tests Faktoren enthalten, die nicht ausschließlich linguistischer Natur sind, und daß die Tests deshalb nicht ganz adäquat sind.

Bei ungefähr 2% der Schüler waren die Erfolge so gering, daß sie nach der übereinstimmenden Meinung der Lehrer und der Veranstalter des Versuchs von der weiteren Teilnahme am Sprachunterricht keinen Gewinn haben.

Die Beurteilung der Schülerleistungen durch die Lehrer ist mit der mündlichen Sprechfertigkeit der Schüler korreliert worden, und es ergab sich eine enge Übereinstimmung. Die Beurteilung durch den Lehrer deckt sich mit den Testergebnissen.

Es hat sich gezeigt, daß alle Klassen unabhängig von den angewandten Methoden nach 250–300 Unterrichtsstunden etwa dieselbe Anzahl von Seiten im Lehrbuch bewältigt hatten.

Bis zum Juni 1965 werden alle Ergebnisse der Versuche zusammengetragen worden sein, und die endgültige Auswertung wird dann vorgenommen werden können.

RECHERCHES SUR L'ENSEIGNEMENT DE L'ANGLAIS DANS LES ECOLES DANOISES 1959–1965

PLANS D'EXPERIMENTATION ET ANALYSE PROVISOIRE

par JESPER FLORANDER et MOGENS JANSEN, Copenhague

En 1958 fut promulguée au Danemark une loi scolaire instituant l'enseignement obligatoire d'une langue étrangère (principalement l'anglais) à partir de la 6e année.

Cette expérience suppose que les facteurs tels que les méthodes d'enseignement, le matériel didactique, le niveau auquel la matière doit être introduite, l'étendue du programme scolaire, compte tenu du nombre d'heures d'étude et du genre de matière à étudier, le matériel de l'élève et la personnalité du professeur soient pris en considération dans le cadre de l'instruction.

Dans cette expérience seront considérés: la comparaison entre la langue maternelle et la langue étrangère, la durée des leçons individuelles, les progrès fait par l'élève dans les divers groupes d'aptitude, l'existence d'élèves qui ne tireront aucun profit de la fréquentation des cours de langues étrangères.

Dans les expériences systématiques faisant usage de groupes expérimentaux et de contrôle le rendement de l'enseignement sera évalué autant que possible par des tests objectifs des éléments essentiels de l'enseignement linguistique.

Trois expériences furent entreprises:

1) une expérience appliquée à environ 400 enfants d'une communauté rurale chercha à définir l'âge le plus propice pour débuter l'enseignement de l'anglais en tant que matière scolaire en comparant des groupes d'élèves ayant commencé l'étude de la langue à différents degrès d'enseignement.

2) Dans une deuxième expérience appliquée à environ 2.400 enfants d'écoles d'une grande ville, le degré auquel l'enseignement de la langue commence, la durée des leçons individuelles, l'emploi du matériel de lecture furent systématiquement variés de manière à pouvoir comparer les effets des différentes conditions.

3) Dans la troisième expérience appliquée à environ 150 enfants d'une petite ville fut examiné l'effet de l'emploi des moyens audio-visuels tels que diapositives et bandes d'enregistrement sur l'enseignement à ses débuts.

Une série de tests, prévus pour l'expérience, l'observation systématique de la classe, les formulaires des rapports à faire remplir mensuellement par le professeur, les journaux de classe du professeur et les interviews de professeurs forment la base de l'évaluation de l'expérience.

Une évaluation provisoire du stade actuel de l'expérience démontre que les tests initialement appliqués à l'expérience contiennent des facteurs qui ne sont pas essentiellement de caractère linguistique et pour cette raison ces tests ne sont pas vraiment adéquats.

Environ 2% des élèves ont des résultats si médiocres qu'à l'avis des professeurs et des directeurs de l'expérience ces élèves ne retireront aucun bénéfice de la fréquentation des cours de langues.

L'évaluation des résultats des élèves par le professeur a été mise en parallèle avec l'aisance avec laquelle l'élève s'exprime oralement en anglais. Ces deux facteurs sont interdépendants. L'évaluation faite par le professeur concorde avec les résultats des tests qui furent appliqués.

Il apparait que toutes les classes, indépendamment de la méthode employée ont réalisé après 250 à 300 heures d'étude le même nombre de pages du manuel scolaire.

En juin 1965, tout le matériel de l'expérience aura pu être rassemblé et l'évaluation pourra alors être complètement menée à bonne fin.

All correspondence on editorial matters as well as review copies should be addressed to:

Bitte richten Sie alle den Inhalt betreffende Korrespondenz sowie Buchbesprechungsexemplare an:

Prière d'adresser toute correspondance relative à la rédaction ainsi que les livres pour compte rendu à:

INTERNATIONAL REVIEW OF EDUCATION
INTERNATIONALE ZEITSCHRIFT FÜR ERZIEHUNGSWISSENSCHAFT
REVUE INTERNATIONALE DE PÉDAGOGIE

UNESCO INSTITUTE FOR EDUCATION
HAMBURG 13, FELDBRUNNENSTRASSE 70

FEDERAL REPUBLIC OF GERMANY
Tel.: 457841 Telegr.: Edinst

— :: —

An average volume of the review contains 512 pages yearly, in four issues / Jeder Band der Zeitschrift umfasst 512 Seiten jährlich in vier Heften / Chaque volume de la revue comporte 512 pages par an, en quatre fascicules.

— :: —

Subscription rate / Jahresbezugspreis / Abonnement d'un an:
21 Guilders = 41s.8d. = $ 5.85 = DM 23.10 = N.F. 28,50
Separate issues / Einzelhefte / Le fascicule:
6 Guilders = 11s.11d. = $ 1.68 = DM 6.60 = N.F. 8,15

— :: —

SUBSCRIPTIONS and correspondence in connection therewith should be sent to the publisher:

BESTELLUNGEN und alle hiermit zusammenhängende Korrespondenz sind zu richten an den Verlag:

SOUSCRIPTIONS et toute correspondance y relative doivent être adressées à la maison d'édition:

MARTINUS NIJHOFF
LANGE VOORHOUT 9, 'S-GRAVENHAGE, P. O. B. 269
HOLLAND

DOCUMENT RESUME

ED 036 782 AL 001 905

AUTHOR Hardman-de-Bautista, M. J.
TITLE Computerized Archive and Dictionary of the Jaqimara Languages of South America.
NOTE 10p.; Paper delivered at the Southeast Conference on Linguistics, Florida State University, March 1969

EDRS PRICE EDRS Price MF-$0.25 HC-$0.60
DESCRIPTORS *American Indian Languages, Archives, *Computational Linguistics, *Computer Programs, *Dictionaries, Grammar, Material Development, Morphology (Languages), Phonemes, Phonology
IDENTIFIERS *Jaqi Languages

ABSTRACT

The three extant members of the Jaqi (Jaqimara) family, Aymara, Jaqaru and Kawki, are spoken by over one million people primarily in Peru and Bolivia, but earlier members of the Jaqimara family were probably spoken throughout the whole area of present-day Peru. This paper gives an outline of some of the salient structural features of these languages and reports on progress in the preparation of a computerized dictionary of the Jaqi languages presently being adapted for the computer at the University of Florida. Each item of the Jaqi languages is encoded according to a number of categories any one of which or any combination of which may then serve as indexers for machine printouts: machine item number, language name, entry, allomorphs, derivations, grammatical class or classes, historical origin, dialect of item, source of information, English glosses, Spanish glosses, citations, dialectal and/or language cognates, coded dialect and/or language of cognates, reconstructed proto forms, variant spellings, date of entry, and name of transcriber. It is hoped that the dictionary will be useful as a source for bilingual dictionaries for Peace Corps or government use as well as for work in the reconstruction of Proto-Jaqi. Further plans include a computerized archive to include as much as possible of the structure of the Jaqi languages. (FWB)

ED036782

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Dr. M. J. Hardman-de-Bautista
Dept. of Anthropology
University of Florida

COMPUTERIZED ARCHIVE AND DICTIONARY OF THE JAQIMARA LANGUAGES OF SOUTH AMERICA

The Jaqimara languages are spoken in the Andes mountains of South America, primarily in Peru and Bolivia. There are now three known extant members of the family:

Aymara, spoken by approximately one million speakers in Peru and Bolivia, is of political, social, and economic importance in Bolivia.

Jaqaru, spoken by about two thousand people, is little known. It is spoken in a town only some 200 miles from Lima, the capital city of Peru. However, since the children are still learning Jaqaru, now along with Spanish, no date can be predicted for its demise.

Kawki is spoken in the village located in the valley over the mountain from where Jaqaru is spoken. There remain only some twenty speakers of the language, and, since they are all over sixty, the language will probably be completely gone within twenty years.

From toponymical evidence it appears that the Jaqimara family formerly had a much wider extension, most likely throughout all of the area that is today the country of Peru.

The dominant non-Indo-European language of the area is Quechua, the language of the Inca empire. Rather than a single language, some investigators consider this a family of languages. Whether or not the two families, the Jaqimara and the Quechua, are related or not, is still an open question. The work now in progress on the Jaqimara family is a prerequisite to any reasonnable statement as to their relationship. The two families have been in intimate contact for at least 2000 years, and probably more. From archeological and mythical evidence, it appears that the groups have been on top of each other alternately, which has doubtless led to layerings of borrowings, first heavily in one direction and then in the other. Therefore, the reconstruction of proto-Jaqimara and of proto-Quechua must be completed independently and then the layers of borrowings sorted out, before their degree of relationship, if any, can be determined.

Before explaining the computerized work in which we are now involved, I would like to give you a brief outline of some of the salient structural features of the Jaqimara languages.

The languages differ more phonologically than they do in grammatical patterning, although there are some striking differences there also.

AL 001 905

Jaqaru and Kawki are more similar to each other than either is to Aymara, but Kawki is closer to Aymara than is Jaqaru.

HANDOUT

Jaqaru and Kawki have 39 segmental phonemes, 36 of which are consonants, 24 of which are voiceless stops. Aymara has 9 voiceless stops less and also does not distinguish velar and alveolar nasals nor alveolar and palatal sibilants. It does, however, distinguish pharyngeal and velar voiceless fricatives. Aymara has also extended greatly the use of vowel length which in Jaqaru and Kawki is restricted to the first syllable of roots. In Aymara it has important grammatical functions, and

HANDOUT

one morpheme, first person future, consists entirely of vowel length. Stress, on the penultimate syllable of a word, is not phonemic in any of the languages,

All of the languages show three basic classes of roots: nouns, verbs, and particles. There are subclasses of nouns. The particle class is small in all the languages, consisting primarily of greetings and exclamations. The languages are all suffixing. Suffixes are of three types: nominal, verbal, and independent. These last express syntactical relationships. Although they do occur on a particular word within the sentence, they are syntactically distributed and related to the sentence as a whole rather than to the word with which they happen to occur. Verbal suffixes are divided by all the languages into derivational and inflectiona.

HANDOUT

The Jaqaru and Kawki word structure is as seen on the handout. Aymara, however, has a class of independent suffixes which apprently has no cognate in Jaqaru and Kawki and which affects the structure of the word. The Aymara word structure is seen below that of Jaqaru.

All the languages have a basic four person system reflected both in nominal and in verbal suffixes. Number is not indicated within the person system.

The persons are:
1 - speaker involved; addressee excluded;
2 - addressee involved, speaker excluded;
3 - neither speaker nor addressee involved;
4 - both speaker and addressee involved.

HANDOUT

The fourth person, although apparently plural to English or Spanish ears, is not so withing the system. All of the languages have optional plural, both nominal and verbal, that will emphasize great quantity or all inclusivess. These may be added to any of the four persons. These suffixes, moreover, are not cognate between the languages, while the four person system is. The nominal plurals are Jaqaru /-kuna/, Aymara /-naka/, verbal plurals Jaqaru /-rqaya/, Aymara /-pxa, -pka/.

The nominal suffixes are of the pure relational type; several suffixes may co-occur on the same stem.

The verbal suffixes are either derivational or inflectional. The derivations are quite extensive, and are largely cognate. They tend to specify movement or direction or aspect. The

HANDOUT inflectional system shows both actor and goal and thus the persons in the verbal paradigm are ten. Aymara lacks one of the ten persons - apparently 2-1 and 2-4 have fallen together. I would not be surprised if the missing form showed up in some dialect of Aymara. Tenses are distinguished, including remote, past, future, imperative (with all ten persons), etc. Aymara differs from Jaqaru in than the unmarked tense is a non-future, i.e., present or past. Jaqaru lacks the unmarked tense, and the tense marked present (which is lacking in Aymara) is general, present, or near future. Verbs are inflected in all the languages for occurrence in principal or subordinate clauses, although Aymara does not indicate person in the subordinate, while Jaqaru does.

The independent suffixes show the nature of a sentence, whether statement or question - several types of each are distinguished. Also, degrees of probability are indicated and degrees of confidence in the source of information.

The comparative work involving the three languages has just begun. It is hoped that the dictionary that we are now developing will be of great help.

The dictionary now being prepared was started while I was at Indiana University. They are continuing work there on a similar project for Quechua. We are now adapting the programming for the computer at the University of Florida.

The programming is as follows: Each item of the Jaqimara language is encoded according to a number of categories (currently 18) any one of which or any combination of which may then serve as indexers for machine printouts.

HANDOUT The categories encoded are the following:

1. Machine item number. This is required by the programming to identify uniquely each item. We use it redundantly with the language name so that each language, and later each investigator, han be assigned a 'million number' and then number his entries consecutively. For example, 5 is Kawki, 7 is Jaqaru, 9 is Aymara. —91 could be Bertonio's dictionary, etc.

2. The language name.

3. The item for entry. This may be a root, a stem (derived form), a complex form (place names tend to be very complex), or an affix - only suffixes here, but others could be added if ever needed.

4. Allomorphs. All of the alloforms of the item listed are given. These may then be listed separatly sending the reader to the total form for more information, or they may simply be given as information with the complete form.

5. Derivations. This included the derivations from the

item listed as well as the forms from which it is derived. This category may contain as many entries as necessary. This will allow later cross-referencing of derivational forms, e.g. all the forms containing the suffix -k^{h}a.

6. Grammatical class or classes. The listing may be as detailed as desired. We currently have 28 categories, but this may be expanded when needed. Printouts may also be general or detailed, e.g., we can request only and all nouns, or only number nouns. U is included for forms unknown as to grammatical classification. Because of the multiple listing possible, one may guess the classification and indicate this by also listing a form as U.

7. The historical origin. If the form is known to have been borrowed this is indicated as well as the source language.

8. Dialect of item. This is not relevant for Jaqaru, but will be for Aymara.

9. Source of information. The text or informant who provided the data item is listed. This will allow us to extract material from only one source, say Bertonio's 1612 dictionary, or having the material listed with all the rest.

10. English gloss(es). Care is taken to list as many glosses as necessary for the form to appear as often as desired. For instant 'to sew a shoe' /ch'illu/ (Jaqaru), would be listed under 'sew' and 'shoe'.

11. Spanish gloss(es).

12. Citations.

Thirteen and following give historical and comparative information.

13. Dialectal and/or language cognates. At present this is very loosely used, and may include items with only semantic similarity.

14. Coded dialect and/or language of the cognates listed in thirteen. The list must be one to one, thus permitting an unlimited number.

15. Reconstructed proto form. This is not yet in use because the proto forms have not yet been reconstructed.

16. Variant spellings. This may include anything the particular transcriber wishes. We require all forms entered to follow a particular transcription in order to allow greater cross-comparison. Here old spellings, favorite transcriptions, original spellings, popular or received spellings, may be listed.

17. Date of entry.

18. Name of transcriber.

This dictionary then will be flexible enough to allow constant updating, but in all cases items will be clearly identified as to source, so that the information will not be scrambled excppt to the degree desired, and when desired. The indexer language may be the Jaqimara language or Spanish or English. The target languages printed out will be minimally two of the others, but could included all of them. E.g. all of the equivalents for English 'head' in all of the Jaqimara languages could be given at once.

The possibilities for the use of this dictionary are many. The first, obvious, parctical use is simply as the source for traditional bilingual dictionaries that could be published for student, Peace Corps, government, etc. use. In addition the dictionary will be used in the development of the reconstruction of Proto-Jaqimara, by making comparisnns easily availabee. As the correspondences are discovered, it is planned to program the machine such that it would be able to check them for me and pull out all examples.

Along with the dictionary we are planning to develop an archive to include as much as possible of the structure of the language. The dictionary itself will handle morphology rather well. Suffixes are filed carefully, and the glosses made up so that they will reflect each of the relevant grammatical categories for that suffix. For example, /-sama/, with allomorphs /-sma/ and /-sam/ is listed as having the following glosses:

2p to 3p
second person to third contrary to fact
person, second to third contrary to fact
contrary to fact, second person to third.

This will give us listings thus: all of the suffixes for 2p to 3p, whatever the tense; this suffix along with all other personal suffixes; this suffix along with all other contrary to fact suffixes in a paradigm. As we work more with this aspect of the dictionary, we may wish to improve it. Printouts can be made including or excluding affixes utilizing the grammatical classification index.

We are now in the preplanning stage for the phonological archive; the syntactical stage will have to wait. Much of this will come as we get the comparative dictionary into full functioning. It is hoped that eventually the Central Dictionary and Archive of the Andean Languages can become a center where scholars in the field can obtain the necessary information rapidly and thus themselves contribute to the growing knowledge of the Andean languages.

HANDOUT

M.J.Hardman-de-Bautista
Department of Anthropology, University of Florida

COMPUTERIZED ARCHIVE AND DICTIONARY OF THE JAQIMARA LANGUAGES

Examples will be given throughout for Jaqaru and for Aymara. Kawki is often omitted because there is not sufficient data.

Jaqaru phonemic system:

p	t	ʧ	ɬ	č	č̣	k	q
pʰ	tʰ	ʧʰ	ɬʰ	čʰ	č̣ʰ	kʰ	qʰ
pʔ	tʔ	ʧʔ	ɬʔ	čʔ	č̣ʔ	kʔ	qʔ
m	n	ñ				ŋ	
	s	š					
	l	ɬ					
w			y				
	r						

i u : (vowel length)

a

h

Aymara phonemic system:

p	t	č	k	q
pʰ	tʰ	čʰ	kʰ	qʰ
pʔ	tʔ	čʔ	kʔ	qʔ
m	n	ñ		
	s			
	l	ɬ		
w		y		
	r		x	h

i u : (vowel length)

a

Aymara: /saratʌ/ 'gone', /sara:ta/ 'you will go'

/sara:/ 'I will go'

Jaqaru word structure:

{root / stem} + {nominal suffixes / verbal suffixes} + independent suffixes

Aymara word structure:

{root / stem} + derivational suffixes (some verbal and all nominal) + Independent suffixes non-final +

inflectional suffixes + final independent suffixes

Nominal persons

Jaqaru	Aymara	/uta/ 'house'
-ŋa	-xa	1p
-ma	-ma	2p
-pʰa	-pa	3p
-sa	-sa	4p
utŋa	utaxa	'my, our house'
utma	utama	'your house'
utpʰa	utapa	'his, her, their house'
utsa	utasa	'our house'

Verbal persons:

	Jaqaru	Kawki	Aymara
1 - 3	-t^{h}a	-ta	-ta
2 - 3	-ta	-ta	-ta
3 - 3	-i	-i	-i
4 - 3	-tana	-tana	-tana
1 - 2	-ima	-ima	-sma
2 - 1	-uta	-ita	-ista
2 - 4	-ušta	-	
3 - 1	-utu	-itu	-itu
3 - 2	-tama	- :	-tama
3 - 4	-ištu	-stu	-istu

future:

1 - 3	-ŋa	-:
2 - 3	-mata	-:ta
3 - 3	-ni	-ni
4 - 3	-tana	-ñani
1 - 2	-mama	-:ma
2 - 1	-utumata	-ita:ta
2 - 4	-ištumata	
3 - 1	-utuni	-itani
3 - 2	-matama	-:tama
3 - 4	-ištuni	-istani

Sample dictionary imput:

¤1¤ 7001579

¤2¤ JAQARU

¤3¤ YATXI

¤4¤ YATX¤

¤5¤ YATXK+A, MEMORIZE, APRENDER DE MEMORIA¤

¤6¤ V ¤

¤7¤ NATIVE

¤8¤ (not relevant here)

¤9¤ DIMAS ¤ MARKA ¤

¤10¤ LEARN ¤ ACCUSTOMED, BECOME ¤ KNOW ¤

¤11¤ APRENDER ¤ ACOSTUMBRARSE ¤ SABER ¤

¤12¤ YATXKTATXI, NO SABES; YOU DONOT KNOW ¤ YATXKTKASWA, VOY APRENDIENDO, I AM LEARNING ¤

¤13¤ YATI. ¤

¤14¤ A ¤

¤15¤ (not yet established)

¤16¤ (none here)

¤17¤ TODAY

¤18¤ HARDMAN

×1× 7001765

×2× JAQARU

×3× WAKA

×4× WAK ×

×5× WAK JAYRA, COW DANCE, BAILE DE VACA ×

×6× NN ×

×7× SPANISH

×8× (not relevant here)

×9× DIMAS × MARKA ×

×10× COW ×

×11× VACA ×

×12× WAK ILLIR, PARA VER LA VACA, TO SEE THE COW ×

×13× WAKA × WAKA ×

×14× A × K ×

×15× (not yet established)

×16× HUACA ×

×17× TODAY

×18× HARDMAN